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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module follows Module 1 and contains a more detailed examination of the various career education models from selected States with particular attention given to the Hawaii Career Development Continuum. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (The first two modules are common while the balance are specific to either counselors or administrators. A minimum of 20 to 30 workshop hours is suggested for the total program.) Module 2 contains activities and readings for developing attitudes of administrators and counselors about career education. Suggestions are made to administrators for formulating a basic orientation to career education in Hawaii, and opportunities are provided to gain experience in handling criticisms and in expanding their own thoughts on the concept. A list of goals for the module, a suggested format and time frame for activities, readings and exercises, and a short self-evaluation form and brief bibliography are included. (TA)

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CAREER EDUCATION
ADMINISTRATORS AND COUNSELORS
IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE II
ORIENTATION MODULE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

- *4.1 Develop Plans for Curriculum Preparation and Infusion*
- *4.2 Plans for Resource Allocation*
- *4.3 Plans for Scheduling*
- *4.4 Plans for Community Involvement*

Module V--Implementation

- *5.1 Supervision of Teaching*
- *5.2 Curriculum Evaluation*

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

- *8.1 Preparation and Evaluation of Counselor Material*
- *8.2 Consultation to School Personnel*
- *8.3 Integration of Coordination of School and Community Resources*

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

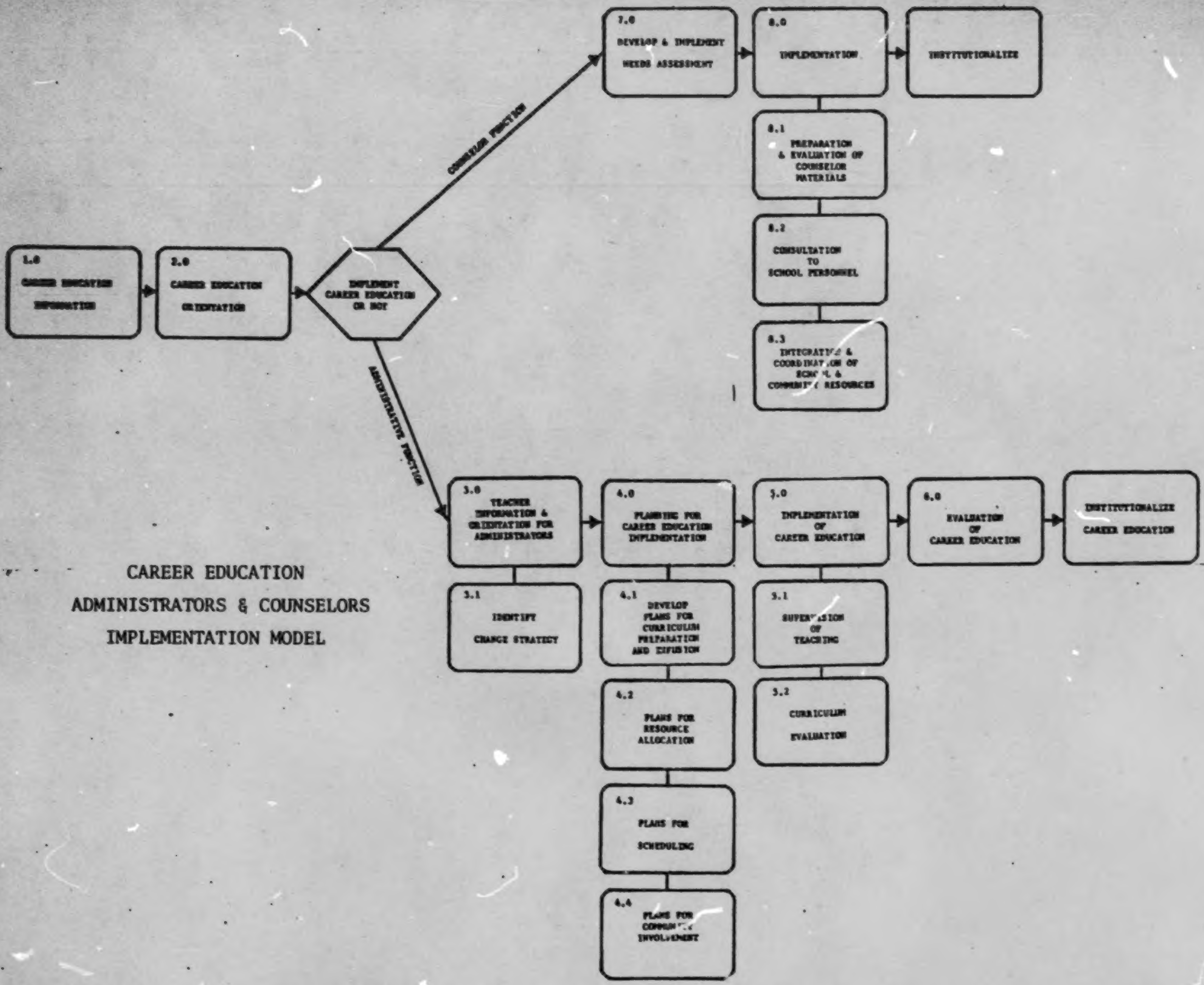
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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ORIENTATION MODULE

The Orientation Module is designed to follow the Information Module. This module contains a more detailed examination of the various career education models from selected states and particular attention is given to the Hawaii Career Development Continuum. It is assumed that those administrators and counselors who are involved in this module have actively participated in the Information Module, and are interested in the progress made in Hawaii in career education. This module includes activities suitable for developing attitudes about career education, as well as knowledge in use of the Hawaii Career Development Continuum Guides.

Administrators will find suggestions for formulating a basic orientation to Career Education in Hawaii. Additionally, opportunities are given for administrators to gain experience in handling criticisms and in expanding their own thoughts on the concept.

At the conclusion of this module a participant should:

Goal 1: Be knowledgeable of several models used by states to conceptualize their plans for the delivery of career education.

Goal 2: Be knowledgeable of the Hawaii career education model by using the conceptual model as a frame of reference.

Goal 3: Understand and be able to effectively use the Hawaii Career Development Continuum Guides.

Goal 4: Be cognizant of the Role of the Administrator and Counselor in the Implementation of Career Education.

The format is designed to aid the trainers in the presentation of the material to personnel who have not previously been exposed to an organized workshop or group meeting. To aid the trainer, a suggested time frame for the activities in each of the goals is suggested. The time frame is to give trainers an agenda so they can complete the Orientation Module.

Each portion of the workshop is designed to address one of the goals stated previously. Thus the trainer should consult the portion of the module which corresponds to the activity stated which is in turn keyed to a goal. This can be done by using the sequence of goals and activities on the following pages. A number of the goals have reading materials attached to them. The trainer will need to duplicate these materials in sufficient quantity for use with the group he is training. Time has been provided in the time sequences for the workshop participants to read the material so they have a basis for discussion. If time is a premium, the articles may be distributed in advance so the participants will come fully prepared for the activities.

Control of time is the essence of a well run workshop. If the participants are to be properly informed, they must have an opportunity to deal with each of the various aspects of the orientation procedure. If the trainer does not feel he has adequate time it is possible to eliminate certain readings or other materials.

In addition to the suggested time sequences this module contains tips for the trainer in how to maximize the use of the various materials. Thus the module becomes a trainer's guide to the proper orientation of others. When preparing for an orientation session, he will need to use the suggested set of activities and questions contained in the module while studying the materials which are to be distributed or otherwise used in the workshop.

It is recognized that in certain cases the modules will be used individually. In these circumstances, the readers should use the time frame of activities as an adjunct or agenda to the written or visual materials. The guide may serve to strengthen the concept under study by the individual participant.

The administrator and counselor model for the implementation of career education depicts a symbol for a decision point after the completion of this module. It is the opinion of the writers that armed with the data presented in these two modules an administrator can make a rational, informed decision on the merit of implementing career education concepts for his/her school.

Evidence from various studies on change implementation seem to indicate that significant and lasting curriculum change has many facets. One major condition is that change is supported by middle management who is functioning in close proximity to the operating level of the entity to be changed. Likewise, management is committed to the change and promotes it. The first module presents a view of the need, the desire for, and the support of career education. The second module examines various models and gives detailed instructions for the use of the Hawaii Career Development Continuum. Thus a principal has the motivation and the supporting documents to enable him/her to make the commitment towards career education if that is the choice. The key is the commitment of the middle manager.

If the decision is to move one's school into the area of career education, the next several modules have been developed to assist in the accomplishment of that task.

To accomplish the goals for this module, the following activities with an appropriate time sequence are suggested:

A. 15 min

Introduction. Includes description of the purpose of this module as cited previously.

B. 60 min

Reading 1--The World of Work. This activity introduces the participant to the world of work and the concepts of job clusters and the interrelatedness of service and products from the many clusters which make up the world of work. As an example of an elementary level activity, several career education concepts are presented in an interesting manner.

C. 30 min

Distribution of study items for Goal 1: Be knowledgeable of several models used by states to conceptualize their plans for the delivery of career education. The students will become familiar with concepts of career education as identified through research by various other states. Through knowledge of the direction and progress taken in these states, they will learn something of the extent to which they have an understanding and feeling for career education as a movement.

Reading 2--Models from Selected States (Wisconsin, Kansas, Ohio, Michigan, and Hawaii).

Giving students an overview indicating activities in career education nationally will help to prepare the student for subsequent learning activities as well as gauge the depth of knowledge of the students by asking for various responses to the presentation.

1. There are several models of the way career education might be conceptualized. Do each of the models utilize the concepts of career awareness, exploration, and preparation?
2. Do the models vary in the specificity of the tasks?
3. Which model(s) do you think best examines the concept of career education? Why?

Reading 3--Another Point of View. A set of short readings about possible questions and misconceptions on career education which may arise and possible responses.

D. 75 min

Distribution of materials for Goal 2: Be knowledgeable of the Hawaii career education model by using the conceptual model as a frame of reference.

Movie: "Reaching for the Moon." 1974 (30 min)

Synopsis: Mrs. Emiko Kudo, Assistant Superintendent, Office of Instructional Services, presents the conceptual framework for the Hawaii Career Development Continuum. This film provides a statement of philosophy and the clear concise definition of career education which is needed to communicate aims and purposes of this educational concept to the many publics which will be involved in its implementation.

1. Do the assumptions about learners correspond to those held generally by educators, the public, parents?

2. The emphasis in the assumption about career development is on the person. Is that the proper position to take?

3. The assumptions about the delivery of career education indicates a relationship between schools and the community. Do you believe the community is ready for such a joint undertaking? Why?

4. Are the assumptions about the student environment a fair predictor of a probably true future?

E. 60-100 min

Distribution of study items for Goal 3: Understand and be able to effectively use the Hawaii Career Development Continuum Guides.

Reading 4--Goals, Subgoals, and Objectives of Career Development in Hawaii. The student will become familiar with the position taken by the State of Hawaii on Career Education. This is not to indoctrinate but rather to stimulate the thought and discussion of what may be done at the working level in order for one to move directly in the support of the career education concept.

Activity 1a & 1b--Analysis of Goal Statements. The purpose of these activities is for participants to react to goal statements from the Hawaii model and then analyze their own responses.

Activity 2--Task - Implement Strategies. This activity should give the participant working knowledge of the Hawaii Career Development Continuum Guide.

Activity 3--Analysis: Hawaii Position on Career Education. From this activity or should discover if he/she is able to express intelligently Hawaii's position on career education.

F. 60 min

Goal 4: Be cognizant of the Role of the Administrator and Counselor in the Implmentation of Career Education. The support of the administrator and counselor, would greatly enhance the implementation of the delivery of career education in the schools. Clearly defined roles will help to alleviate any misunderstandings which may later arise. Administrators need to understand their key roles in career education (see project overview, Phase IV, under Program Organization).

Reading 5--The History of Career Education in Hawaii and its Progress to Date. This is presented to give the individual an overview of the continuum project such that they can comprehend their involvement in this educational movement.

Funding Structure of Career Education in Hawaii. This is in support of the preceding article.

Do not let the workshop get bogged down with discussion concerning the relative quality of what has been done up to the present, and/or the reasons why suggestions won't work--to the extent that this becomes a major time-consuming item. ACCENTUATE THE POSITIVE AND THE FORWARD-LOOKING APPROACH.

H. 10 min

Self-Evaluation for the Orientation Module.

READING: 1

THE WORLD OF WORK: WHERE'S IT AT?

Trainer's Manual

PURPOSE:

To assist the participants with a discovery of the classroom as a potential source for revealing to the students the interdependence of society as revealed in the world of work.

ACTIVITY ABSTRACT:

Participants (in groups of six or less) initially list their spouse's and their parents' occupations. The small groups share their responses and consider the evident interdependence. The responses of participants are then classified and tabulated on a chalkboard, pointing out the obvious total group interdependency. A parental information request form is then completed. The final activity, a career tree, is constructed. For this activity, a classifying system with 12 occupational areas is used by pairs of participants who construct a career sack for each area. The career sacks are hung on the tree, and each participant places his own parental information form in the proper career sack.

OUTCOMES:

Participants successfully completing this session will be able to:

1. recognize the potential of the classroom for teaching the interdependence of the world of work.
2. understand the use of a career tree as a vehicle for demonstrating the concept of work interdependency.
3. provide classroom structure which assigns increased importance to individual familites by gathering and using family occupational information.

DURATION OF SESSION:

Approximately 45 minutes will be needed to complete this activity.

SETTING:

A meeting room large enough to house the anticipated number of participants is needed (recommended not more than 36 participants). Arrange the tables so that the small groups (of not more than six) can function independently and still interact collectively.

RESOURCES REQUIRED FOR THIS SESSION:

1. Overhead projector
2. Screen
3. Chalkboard
4. Pencils - 1 per participant
5. Paper sacks - 12 medium size (1 or 2 extras)
6. Construction paper strips - 12 each, 15" x 2"
7. Glue - 1 bottle per table
8. Scissors - 12 pairs
9. Career tree
10. Staplers - 12
11. Felt markers in assorted colors - 12 packages
12. Magazines, periodicals, etc. - 6 per table
13. *Graduated Classifying* - Overlay (Appendix A)
14. *Cluster Definitions* - Overlay (Appendices B, C, and D)
15. *Participant's Occupational Information Form* - Activity 1 (Appendix E) - 1 per participant
16. *Family Information Form* - (Appendix F) - 1 per participant
17. *Cluster Definitions* (Appendix G) - to be cut apart and put on career tree sacks
18. *Classifying by Worker Trait Components* - Overlay (Appendix H)
19. Complete script for session.

SPECIAL NOTE:

The Evaluation Sheets used in the piloting of this module are included as Appendix I and Appendix J.

PROCEDURES AND DIRECTIONS:

1. Arrange the tables so that not more than six are seated at a table. The grouping needs to be close enough for total participant verbal interaction. The overhead projector and screen should be near the chalkboard. Activities involving the use of these two resources will be used simultaneously. Participants need to be able to see both and relate back and forth between the two. Pencils can be placed on the table beforehand. Arrange overlays in their proper sequence. Arrange all resource materials in order for quick distribution at the appropriate time. Have the career tree in the general area of the chalkboard and screen but not a visual barrier.

2. The opening statement, as printed in the script, attempts to establish a need and can be followed as printed at the discreation of the presenter. Throughout the script, highlights are underlined. As printed, the opening statement will take less than three minutes and will lead directly into the first

activity. The first overlay, which is a description of occupational clusters, is indicated on page two of the script.

3. Following the use of the first overlay, distribute the *Participants Occupational Information Form* (Appendix E). On this form, the participants should look at occupations of people they know. The explanation for usage of this form, as printed in the script, will supply all the needed directions.

4. Essentially, the nature of the script should precede the tabulation of the groups' efforts. The overlays in Appendices B, C, and D are definitions of the 12 clusters, printed four to a sheet. Place the first overlay on the overhead projector and write Natural Resources on the chalkboard. Ask how many participants have responses on their own sheet that fit under this definition. Response may be taken by a show of hands. Call on the participants and list the specific occupations. Place a small "1" above repeaters, e.g., 1
   Miners.

   Proceed through the 12 clusters in this manner, pointing out any items that are of particular interest. Move through this tabulation as quickly as possible. Three separate overlays are used in this activity to cover the definitions.

5. The script conclusion for this first activity can be used, or an individual summary may be applied. Conclude this activity without prolonged discussion, but strongly note the wide variance evident in a random group and point out that this is typical.

6. The script briefly touches on classifying systems. Next, an overlay (Appendix H) should be used to show six different ways of classifying worker trait components. Participants should be encouraged to investigate different classifying systems as an ongoing activity for the classroom. *Explanation of Worker Trait Component* is included as Appendix I and may be used as a handout.

7. In the script, brief mention is made of the need to gather family information. A sample letter form is included as Appendix F. This activity follows in the script. The directions included should lead into this form with little problem. The form itself should be quickly filled out to show how it may be used by a student at home. The completed portion of the form is used as a final activity. Participants are asked to keep the completed portion. This activity should be completed very quickly.

8. The final activity is the career tree. Directions in this script should get this activity comfortably underway. All of the needed resources are listed under resources in this manual. It is recommended that the presenter construct a career sack first and staple

the handle as the directions are given. A sufficient number of magazines is very important. Distribute the necessary resources quickly and emphasize creativeness in the activity. This should be a fun activity.

9. The final participant activity is included in the last paragraph. Point out that as the participants place their own information sheet in the appropriate sack, they become a part of the tree. Emphasize that this activity in a classroom will take several weeks and will have interest appeal for a long period of time. Teachers will find many activities developing from this tree.

10. The prepared script conclusion will conclude the session easily and naturally. Personal preference may require amending. In all activities, it will be necessary for the presenter to keep the session moving. Do NOT let the activities drag out. The proposed time schedule can be met if this is done.

THE WORLD OF WORK: WHERE'S IT AT?

SCRIPT

Probably one of our first tasks is to agree that it is a legitimate function for schools to be concerned with assisting students in discovering where the world of work is at, we can probably agree that it would be rather forced to include in the school day, possibly between reading and math or just following P.E. or preceding music, a regularly scheduled class called "Discovering the World of Work." We cannot propose a classroom treatment equating this discovery with traditionally accepted academics on a regularly scheduled time basis; however, we do see and strongly believe that there is so much to be gained by and for the students through the possibilities of a planned discovery of the world of work and a real surprise discovering where it is at.

The concept of discovering the world of work is quite different from the concept of observing the world of work. Traditionally conducted field trips are excellent examples of observing the world of work. But, that is just what happens--students go to see. The world of work remains away from the school, something separate, and what this can say to children ages 5-18 is that the school is maybe not real but someplace you go to learn about things that you might possibly use some time in the not too clearly distinguishable future, and we really need to impress upon children that school is real - one of the most real places there is. Field trips are good for children. There should be more of them. Frankly, a great deal more about the world of work can be discovered right in the classroom.

Within the walls of any classroom, for that matter any time a group of people gather, there is an excellent opportunity for discovering much about the world of work. We are not saying a traditional study of occupation, although this can result and be profitable, but developing some recognition of the interdependence of society through work. Does this make any sense? Sure it does!

If a class has 30 students enrolled, there could be as many as 60 different kinds of work done by the families of the class members. Isn't this a tremendously fertile area? All families have essentially the same needs. The society in which we live is certainly the most interdependent society that man has ever known. Now you can show this within a classroom, any classroom. If you determine the occupations, the kinds of work performed by these families, you can point out the work contributions by one family to all the others in the class; showing how, without thinking, we all automatically accept the performance of that work in our daily lives. It seems rather obvious that a child will feel better about oneself and family when classmates pointedly recognize that one's family makes an important contribution.

Before we go any further in this workshop, let's see how this applies within this group. There are many ways to classify occupations, and as teachers, you need to use a classification system that suits your class needs. Today, we will use the 12 clusters because it is more inclusive, and you can see that if a person is classified under natural resources, an intermediate teacher could simply classify the same person as industry, or in the primary grades, it would become goods. In this activity, we have a form that asks you to list your spouse's occupation, if you have a spouse, and list your own parent's occupations. Why spouse's? Because we are all essentially in the same kind of work, and while this can show interdependence in the production of a product, it doesn't really help with the overall picture of societal interdependence. We consider homemaking an occupation classified under personal services. After you have completed this form, share the results and ask yourselves this question: "How am I personally dependent upon the products or services listed on this form?" We will tabulate all of the occupations that we have represented in our total group just to see what kind of range we have with us today. (Distribute the "Participant's Occupational Information Form.")

Now, let's tabulate our total group and see what kind of representation we do have. As each of these occupations is written on the chalkboard, think of how you depend on this product or service and take quite for granted that someone is accepting this responsibility to provide it for you.

How many occupations are listed which would be classified under natural resources? Using the definition provided, specifically what are they?

Construction
Manufacturing
Transportation & Communication
Trade and Finance
Government
Education
Health and Welfare
Personal Services
Product Services
Arts and Humanities
Recreation & Entertainment

It is rather surprising to see how many different occupations we have represented right in this group. We can recognize that the products and services represented here are absolutely necessary to us if we are to maintain our present standard or style of living. As this is done in a classroom with students, even very young students, the opportunity to develop this same recognition presents itself.

There are many ways to classify occupations. This clustering method we used here ~~is~~ quite basic and supplies minimal information. Additional understanding and discovery from this world of work can be realized by looking at other classifying techniques. We have this exploration of worker trait components to share with you. In it are listed six different ways of classifying worker traits. These could be used to expand student understanding and assist with investigation of some of the interrelatedness of these traits.

Small children, K-3, and possibly higher, may not know their family's work background. It is amazing how many children do not know what kind of work is done by their family. In order to start gathering occupational information for your class, it will be necessary to determine the occupations, or kinds of work, done by the families of the students. With small children, it will probably be necessary to develop an appropriate cover letter and include an information form to be completed. If students are encouraged to talk with their families about the content of the forms, the students will become more knowledgeable. Once the forms are returned, they can be retained in the classroom and used for reference at other times during the year, whenever a need arises. If a guest lecturer is needed, look within first. Possibly the person might not be able to come to the school, but a cassette recorder could be used by the student; again helping students know and understand more. We have prepared a sample letter that you can examine. We don't propose that you use this letter since we are prepared to accept the fact that you can develop a much better one, and undoubtedly will. Now, will you please fill out this form. Fill it out as though you were the student and had taken it home--be either your mother or your father. We will use this information a little later, so keep the form after you fill it out. Remember, on this form you are your mother or your father.

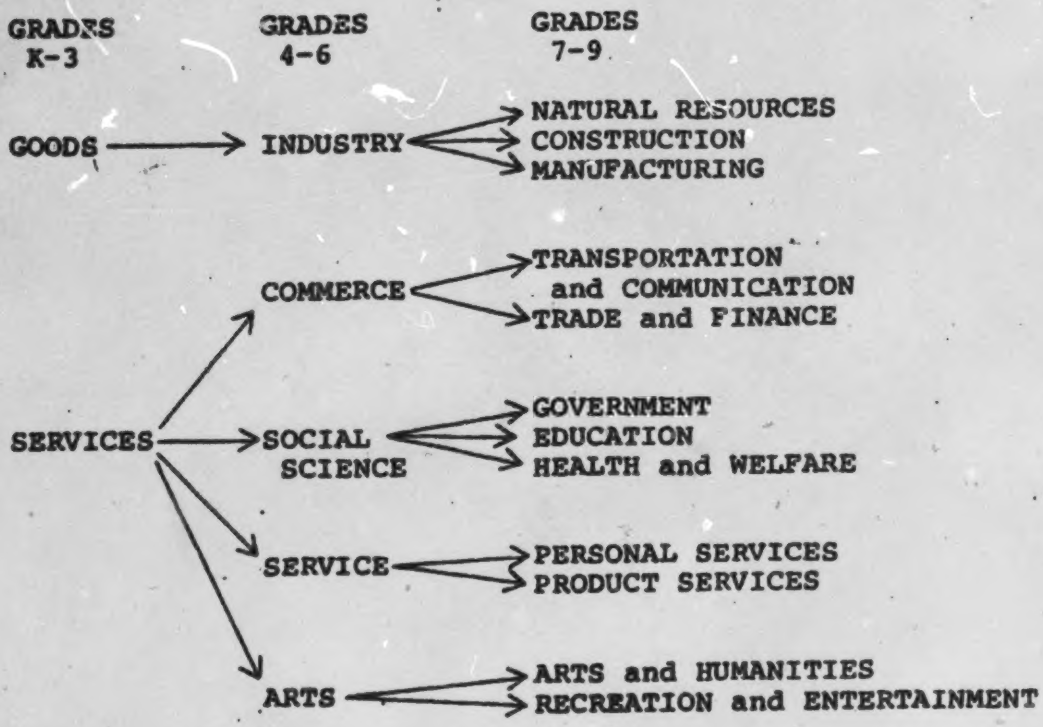
Once you have gathered the career information from your class, cataloging and displaying it becomes important. You will discover many ways to do this. For today, let's take a very simple way. It usually seems that small children have the most fun in school. How about building a career tree, one that can become a part of any or every class. We have some magazines here. We also have some paper sacks. Standing here in the front of the room is a very bare career tree. We shall decorate and label these sacks appropriately for each one of the 12 clusters we used in our first activity. It will be necessary to construct and attach a handle by which to hang your sack on the tree. Cut a slot about two inches down on the side of the sack. Make sure it is wide enough for this construction paper strap to fit through. Loop the construction paper back and staple it to itself. Do the same thing on the other side of the sack, and you end up with a serviceable handle. Attached to each sack is a description of one of the 12 occupations. Find pictures that depict this cluster. Staple or glue the pictures to the sack. Label the sack also. We have some felt markers. Decorate your sack as full and completely as you can. The brighter, the better. (Distribute sacks, magazines, scissors, staplers, felt markers, and straps.) When you have finished your sack, take it up and hang it on the tree. Now that this tree is all hung and completed, you need to become personally involved with it. In the classroom setting with children, as the "Parental Information Form" are returned, they are placed in the appropriate sack. Children are always aware that their families contribute to society, and they are in their room's career tree. By tables, let's have you come up and place the filled out portion of the "Participant's Occupational Information Form" you completed in the appropriate sack. What has been proposed is a constant, continuous, constructed career center for every classroom. Instead of starting the school year as Charlie Brown does each September--by writing a theme about what you did during your summer vacation--why not start the year by having students discover all of the different kinds of work done by the families of their classmates and that their classmates depend on work done by their own family. This interdependence theme can contribute much to an internal concept of classroom organization. It is rather startling to seriously consider the vastness of the human resource potential that is housed within a group of 30 or so human beings. This really should be developed and nurtured with dedicated care.

Well, we've gone about as far as we intended to go with this, O.K.? Go and construct career trees in your classroom. Hang career sacks on career trees for all to see and for children to be constantly aware of. When the time comes, if you must, prepare neat files your particular class, Teach that your class is representative of mankind. Tell others that if they would discover the world of work, they might well begin in your classroom--this is where it's at.

APPENDIX A - OVERLAY

GRADUATED CLASSIFYING

THE WORLD OF WORK: WHERE'S IT AT?



CLUSTER DEFINITIONS

THE WORLD OF WORK: WHERE'S IT AT?

NATURAL RESOURCES - OCCUPATIONS IN THE AREA OF NATURAL RESOURCES INVOLVE THE MANAGEMENT OF ENVIRONMENTAL RESERVES IN THE PRODUCTION OF GOODS AND MATERIALS TO SATISFY NEEDS AND WANTS OF THE CONSUMER.

CONSTRUCTION - OCCUPATIONS IN THE AREA OF CONSTRUCTION INVOLVE THE PROCESSES IN THE BUILDING OF ALL TYPES OF BUILDINGS, STRUCTURES, HIGHWAYS, ETC. WHICH AID THE CITIZEN IN HIS MANNER OF LIVING, WORKING, AND OTHER EXTERNAL LIFESTYLE NEEDS AND DESIRES.

MANUFACTURING - OCCUPATIONS IN THE AREA OF MANUFACTURING INVOLVE THE DESIGN AND PRODUCTION OF GOODS AND MATERIALS IN AN EFFORT TO MAKE A PRODUCT SUITABLE FOR THE CONSUMER'S USE.

TRANSPORTATION AND COMMUNICATIONS - OCCUPATIONS IN THE AREA OF TRANSPORTATION AND COMMUNICATIONS INVOLVE THE TRANSFERENCE OF GOODS AND PEOPLE BY AIR, LAND, OR WATER, AND THE TRANSMISSION OF INFORMATION THROUGHOUT THE COMMUNITY, NATION, AND WORLD, BOTH OF WHICH INCLUDE THE AREA OF PUBLIC UTILITIES WHICH IS ESSENTIAL TO THE SMOOTH FUNCTIONING OF SOCIETY.

CLUSTER DEFINITIONS

THE WORLD OF WORK: WHERE'S IT AT?

TRADE AND FINANCE - OCCUPATIONS IN THE AREA OF TRADE AND FINANCE INVOLVE PROCESSES IN THE EXCHANGE OF GOODS AND SERVICES AS WELL AS INVOLVING MONETARY SERVICES, INCLUDING REAL ESTATE AND INSURANCE, TO AID BOTH PRODUCER AND CONSUMER PERSONALLY OR PROFESSIONALLY.

GOVERNMENT - OCCUPATIONS IN THE AREA OF GOVERNMENT INVOLVE DEVELOPING AND ENFORCING THE SYSTEM OF COMMUNITY LIVING AT THE LOCAL, STATE, AND NATIONAL LEVELS AS WELL AS REGULATING THE QUALITY STANDARDS FOR ALL GOODS AND SERVICES THAT ARE PRODUCED.

EDUCATION - OCCUPATIONS IN THE AREA OF EDUCATION INVOLVE THE APPLICATION OF KNOWLEDGE IN THE AREAS OF RESEARCH AND OFTEN INCLUDE RESPONSIBILITIES TO IMPART INFORMATION TO OTHERS AS WELL AS AIDING THESE INDIVIDUALS IN GAINING SKILLS AND TECHNIQUES NECESSARY IN THE ACCOMPLISHMENT OF TASKS.

HEALTH AND WELFARE - OCCUPATIONS IN THE AREA OF HEALTH AND WELFARE ARE INVOLVED IN MAINTAINING THE PHYSICAL AND MENTAL WELL-BEING OF HUMANS AS WELL AS BEING ACTIVE IN THE CARE OF ANIMALS AS THEY RELATE TO THE WELL-BEING OF SOCIETY.

CLUSTER DEFINITIONS

THE WORLD OF WORK: WHERE'S IT AT?

PERSONAL SERVICES - OCCUPATIONS IN THE AREA OF PERSONAL SERVICES INVOLVE AIDING INDIVIDUALS IN THEIR DAILY LIFE FUNCTIONS AS RELATED TO THEIR NEEDS AND DESIRES.

PRODUCT SERVICES - OCCUPATIONS IN THE AREA OF PRODUCT SERVICES INVOLVE THE REPAIR AND MAINTENANCE OF GOODS CURRENTLY IN THE POSSESSION AND USE OF THE CONSUMER.

ARTS and HUMANITIES - OCCUPATIONS IN THE AREAS OF ARTS HUMANITIES INVOLVE THE SKILLFUL PRODUCTION OF CREATIONS AND/OR PRESENTATIONS FOR AESTHETIC APPRECIATION AND RECOGNITION.

RECREATION and ENTERTAINMENT - OCCUPATIONS IN THE AREAS OF RECREATION AND ENTERTAINMENT INVOLVE THE APPLICATION OF ARTISTIC SKILLS AND TALENTS FOR AN INDIVIDUAL'S OWN PLEASURE AND/OR PLEASURE OF OTHERS.

APPENDIX E
Activity 1

PARTICIPANT'S OCCUPATIONAL INFORMATION FORM

THE WORLD OF WORK: WHERE'S IT AT?

Mother's Occupation ________________

Spouse's Occupation ________________

Father's Occupation ________________

FAMILY INFORMATION FORM

THE WORLD OF WORK: WHERE'S IT AT?

Dear Parents,

This year we are composing a career information file in our classroom. We believe that it is valuable for students to recognize and appreciate the fact that within our class many different kinds of workers are represented. We hope to be able to build upon this information during the term and have it make a real contribution in developing understanding of each other and respect for each other.

Will you please complete this form for us? We have talked about this during class, and the content of the form is understood by the students. Hopefully, they can assist in describing the desired information. If there is additional information that you would like to supply, please do so; possibly your child could share such information with the class.

Thanks for your help and understanding.

____
(Teacher)

Family Name ____________________ Child's Name ________________

What is the name of the place where you work? ______________

____

Where is it located? ____

Is this the main office? _____________________

What is [illegible] job at your place of work? ____________________

What are some of your responsibilities? ____________________

____

____

Have you done other kinds of work? _________________

If so, what were some of them? ______________________________

____

____

CLUSTER DEFINITIONS

APPENDIX G

Natural Resources - Occupations in the area of natural resources involve the management of environmental reserves in the production of goods and materials to satisfy needs and wants of the consumer.

Construction - Occupations in the area of construction involve the processes in the building of all types of buildings, structures, highways, etc. which aid the citizen in his manner of living, working, and other external lifestyle needs and desires.

Manufacturing - Occupations in the area of manufacturing involve the design and production of goods and materials in an effort to make a product suitable for the consumer's use.

Transportation and Communications - Occupations in the area of transportation and communications involve the transference of goods and people by air, land or water and the transmission of information throughout the community, nation, and world, both of which include the area of public utilities which is essential to the smooth functioning of society.

Trade and Finance - Occupations in the area of trade and finance involve processes in the exchange of goods and services as well as involving monetary services, including real estate and insurance, to aid both producer and consumer personally or professionally.

Government - Occupations in the area of government involve developing and enforcing the system of community living at the local, state and national levels as well as regulating the quality standards for all goods and services that are produced.

Education - Occupations in the area of education involve the application of knowledge in the areas of research and often include responsibilities to impart information to others as well as aiding these individuals in gaining skills and techniques necessary in the accomplishment of tasks.

Health and Welfare - Occupations in the area of health and welfare are involved in maintaining the physical and mental well-being of humans as well as being active in the care of animals as they relate to the well-being of society.

Personal Services - Occupations in the area of personal services involve aiding individuals in their daily life functions as related to their needs and desires.

Product Services - Occupations in the area of product services involve the repair and maintenance of goods currently in the possession and use of the consumer.

Arts and Humanities - Occupations in the areas of arts and humanities involve the skillful production of creations and/or presentations for aesthetic appreciation and recognition.

Recreation and Entertainment - Occupations in the areas of recreation and entertainment involve the application of artistic skills and talents for an individual's own pleasure and/or pleasure of others.

APPENDIX H - OVERLAY

CLASSIFYING BY WORKER TRAIT COMPONENTS

THE WORLD OF WORK: WHERE'S IT AT?

I. TRAINING TIME - GENERAL EDUCATIONAL DEVELOPMENT
SPECIFIC VOCATIONAL PREPARATION

II. APTITUDES - CAPACITIES AND ABILITIES REQUIRED TO LEARN OR PERFORM ADEQUATELY

III. INTERESTS - PREFERENCES AND REJECTIONS FOR CERTAIN TYPES OF ACTIVITIES

IV. TEMPERAMENTS - DIFFERENT OCCUPATIONAL SITUATIONS TO WHICH WORKERS MUST ADJUST

V. PHYSICAL DEMNADS - PHYSICAL DEMANDS AND ACTIVITIES REQUIRED

VI. WORKING CONDITIONS - PHYSICAL SURROUNDINGS IN A SPECIFIC JOB

EVALUATION SHEET

THE WORKER'S WORLD: WHERE'S IT AT?

MAJOR OBJECTIVES

1. Participants will recognize the potential of the classroom for teaching the interdependence of the world of work.
2. Participants will understand the use of a career tree as a vehicle for demonstrating the concept of work interdependency.
3. Participants will provide classroom structure which assigns increased importance to individual families by gathering and using family occupational information.

APPENDIX I

EVALUATION SHEET

THE WORKER'S WORLD: WHERE'S IT AT?

DIRECTIONS: For each of the objectives on the previous page, write in a number (1-7) to answer Question A, B, and C below.

QUESTION A

To what extent did you attain the objective?

1 2 3 4 5 6 7

Not At All — Completely

QUESTION B

To what extent did the workshop help you attain the objective?

1 2 3 4 5 6 7

Not At All — Completely

QUESTION C

I personally believe this objective to be:

1 2 3 4 5 6 7

Not Important — Very Important

Question A

Objective #1 ______

Objective #2 ______

Objective #3 ______

Question B

Objective #1 ______

Objective #2 ______

Objective #3 ______

(Check one)

I am a ☐ Teacher

I am an ☐ Administrator

Question C

Objective #1 ______

Objective #2 ______

Objective #3 ______

(check one_

_____ Teacher

_____ Administration

_____ Other

APPENDIX J

POST-SESSION REACTION

THE WORLD OF WORK: WHERE'S IT AT?

Directions: Circle the appropriate number on the scale or answer the question.

1. My overall reaction to the workshop was:

excellent 1 2 3 4 5 6 7 8 9 poor

2. What did you like most about this session?

3. If this session were to be shortened by fifteen minutes, what specific events would you eliminate?

4. It would have helped me more if

5. What part did you like least?

6. The things we talked about were:

insignificant 1 2 3 4 5 6 7 8 9 very significant

7. During this session I was:

uninvolved 1 2 3 4 5 6 7 8 9 very involved

Directions: Make a complete sentence of each of the following items by writing down your reaction to the item. Attempt to restrict your response to your own needs and experiences.

1. The sequence of activities ________________________________.

2. I learned ________________________________.

3. The time allotted to the session ________________________________.

4. Tabulating the small group's occupation ________________________________.

5. The Parental Information Form ________________________________.

6. The career tree ________________________________.

Directions: Please comment on any issue related to the group, program or session on the back of this paper.

READING: 2

CAREER EDUCATION MODELS FROM SELECTED STATES

Presented are the Career Education models from Wisconsin, Kansas, Ohio, Michigan, and Hawaii. Introduced as a sampling of the meaning and creativity of career education, it is hoped that this will stimulate the reader to seek out, read about, visit and talk with persons in career education activities as well as be aware of the scope of this educational movement.

With a good idea of the national movement we can then begin to examine and appreciate the progress made in Hawaii through the Hawaii Career Development Curriculum Guides.

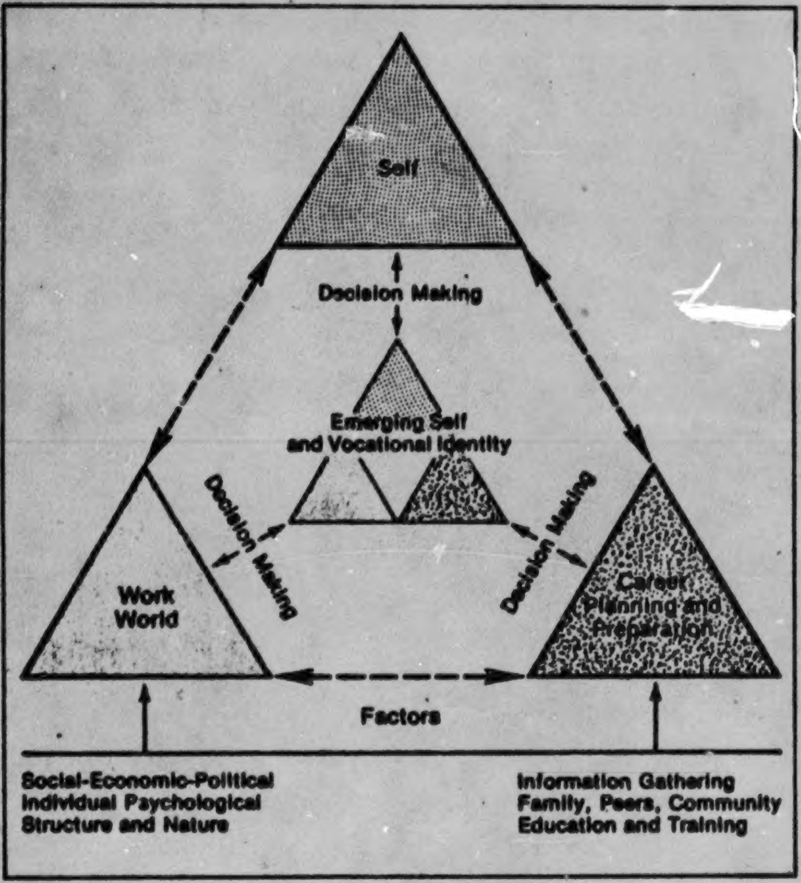
Wisconsin

State Definition:

"Career Education is a motivational approach which aims to improve educational outcomes by relating teaching and learning to life. It relies heavily on the integration of career development concepts into the curriculum of all subjects, it recognizes the community as a major component of the learning environment. The career education approach can be used to facilitate individual career development beginning in early childhood and continuing throughout one's lifetime. Comprehensive career education includes learning activities designed to develop awareness of self in relation to others and the world in which one lives. It also provides broad orientation to occupations, in-depth exploration of selected occupational clustering, guidance in career planning, and the development of decision-making skills, and appropriate career preparation which results in satisfying placement for all students."

The Wisconsin model is three sided with its major goals being (1) Self, (2) Career planning and preparation, and (3) the World of Work. The process of career development shows the emerging Self through rational decision-making, cause the emergence of relationships with other key elements.

026



Wisconsin's Triangular Career Development Model

41

Kansas

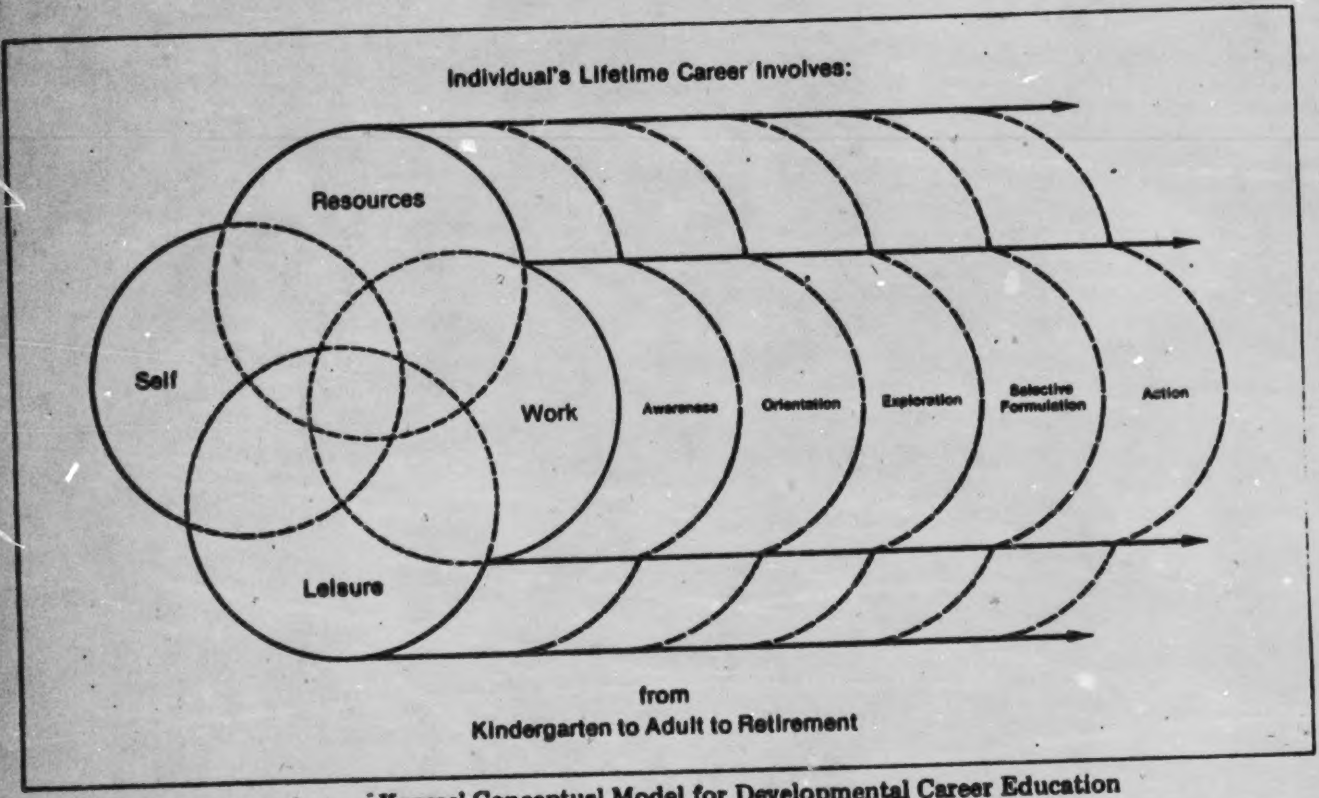
State Definition:

"Career Education is a term which describes a new focus for education. It provides a point of departure for organizing educational experiences for all individuals to meet his or her needs for career development.

Career education is not another name for vocational education or for academic education, but integrates both. It does not replace traditional subjects nor should it be considered as a separate subject. It is intended that educational personnel at every level should integrate and emphasize the four areas of self, work, leisure, and resources in their programs. The content of career education has the potential to serve as their program organizer.

Although career education is a new term, it does have an evolutionary history. Many concepts presently embodied in career education have been advocated previously at some point in American education. Career education is a synthesis of ideas which have historical perspective but focus on the future."

Career Education is viewed as a developmental process in Kansas. It begins with formal education and extends through the adult years into retirement, i.e., career development is a lifetime process. The four closely related components in this process are (1) Self, (2) Resources, (e) Work, and (4) Leisure. For each of the components the process of career education will lead the individual from Awareness to Action.



Kansas' Conceptual Model for Developmental Career Education

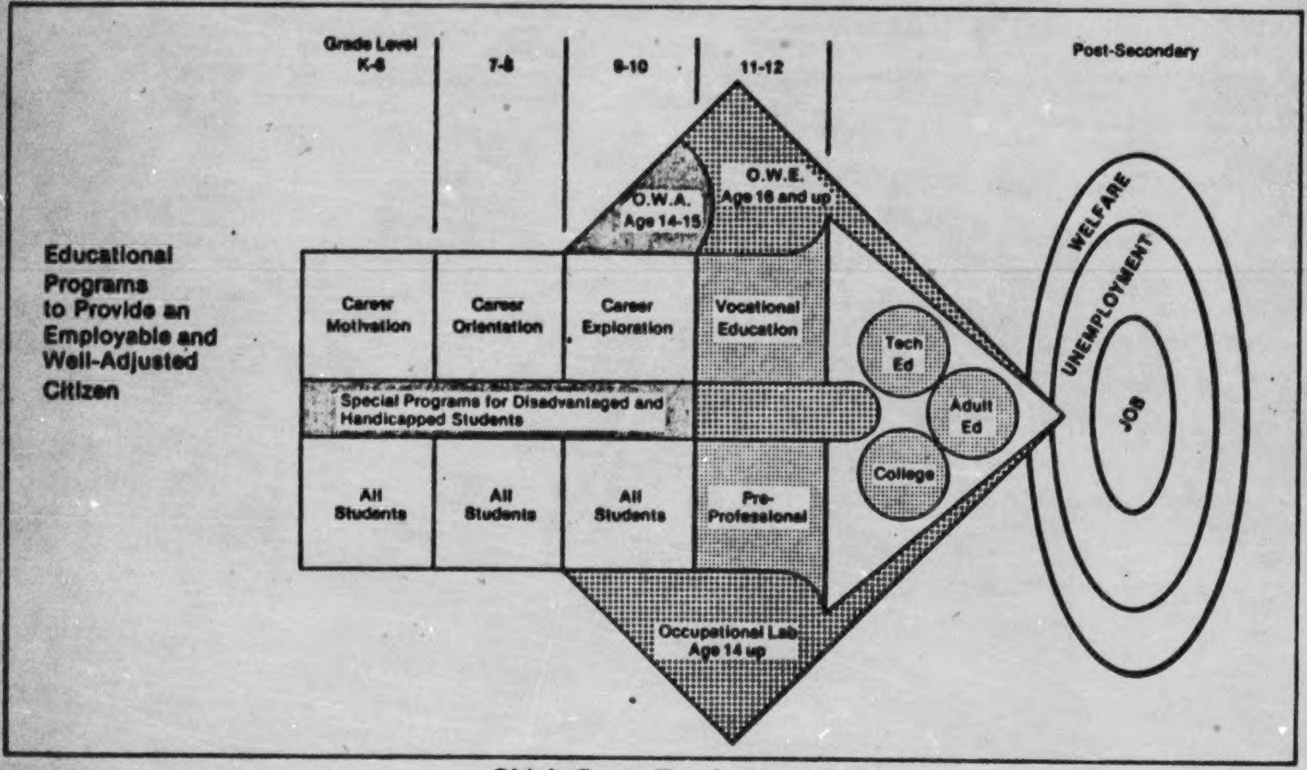
Ohio

State Definition:

Career Education is a concept designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school, and community and teachers, from pre-school through adulthood.

In Ohio, the Career Development Program is that part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation for 7-8, and Career Exploration for 9-10. These programs prepare the student to make choices for vocational education or pre-professional education in grades 11-12 or ages 16.

The Ohio model portrays career education in a linear (horizontal) manner from kindergarten through the post-secondary years. Their career development program based on career motivation, orientation, and exploration is intended for all students. As the student enters high school, the programs are designed to equip them with job entry skills required for specialized training or the requisites needed for further education.



Ohio's Career Development Continuum

Michigan

State Definition:

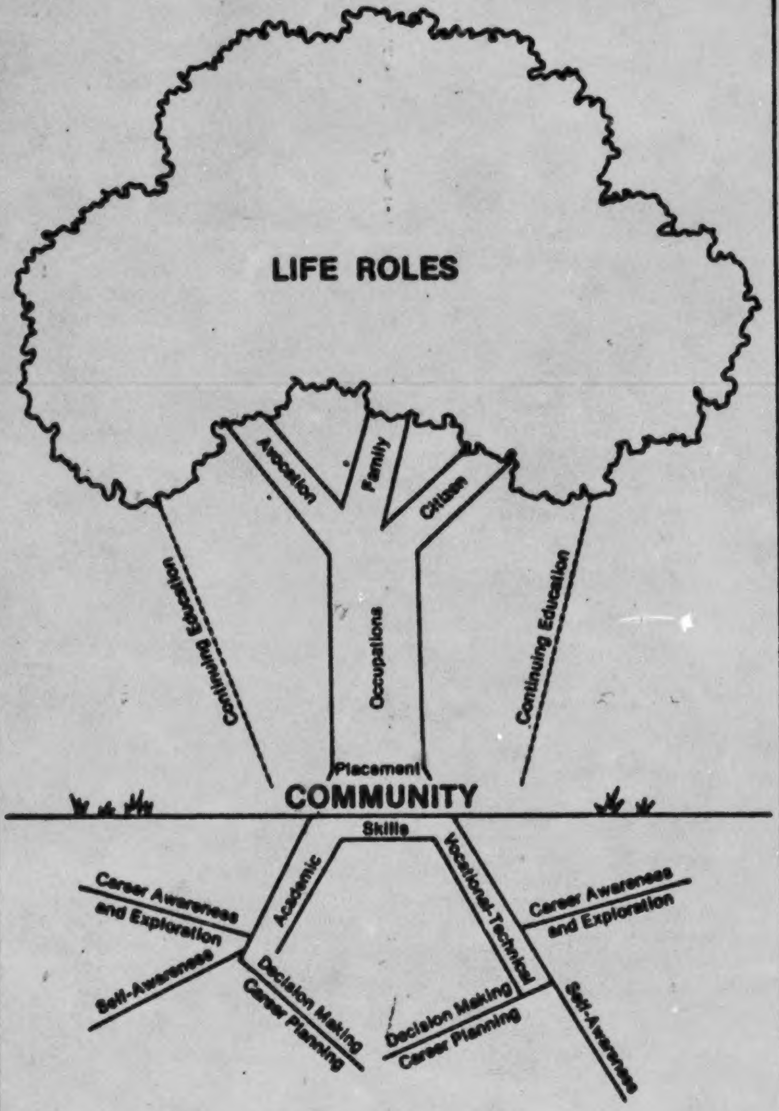
Career Education is the system which delivers the skills and knowledges people need to explore, understand, and perform their various life roles--as student, worker, family member, and citizen.

Career Preparation represents the existing academic and vocational-technical education.

Career Development represents those concepts--self awareness, career exploration, career decision making and plan--which will be infused systematically into the existing curriculum

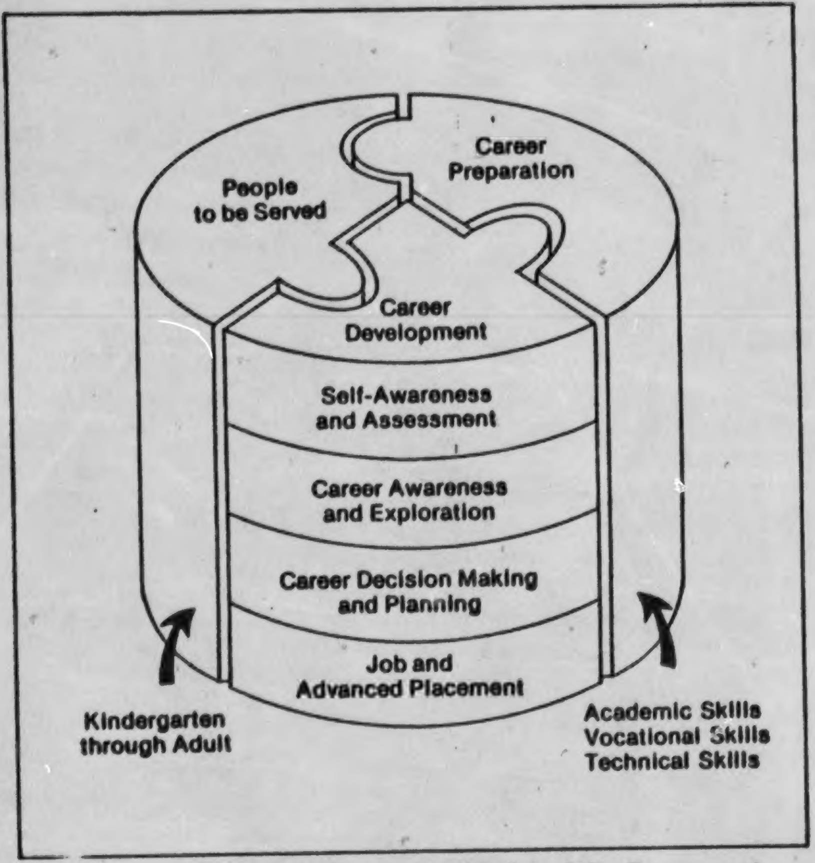
The concept and process of career education has been depicted as a "Tree Model of Career Education" in Michigan. The foundation of the program represented as the roots of a tree, are self awareness, career awareness and planning, academic and vocational education. The trunk is related to occupations while the life roles as represented by the branches are supported by continuous education.

There is a supporting conceptual model. It is also presented.



Source: Michigan Department of Education, January 1973.

Michigan's Tree Model of Career Education


Career Preparation
People to be Served
Career Development
Self-Awareness and Assessment
Career Awareness and Exploration
Career Decision Making and Planning
Job and Advanced Placement
Kindergarten through Adult
Academic Skills
Vocational Skills
Technical Skills

Michigan's Conceptual Model of the Components of Career Education

HAWAII CAREER DEVELOPMENT

State Definition:

"Career development is seen as the continuing growth on an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of his/her potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

- Achieving self-realization through the development of self understanding, personal values, goal-setting, and decision-making capabilities, and an appreciation for individual differences;
- Being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community;
- Being able to carry out civic responsibilities at work and in the community;
- Becoming economically efficient, as producer and consumer of goods and services."

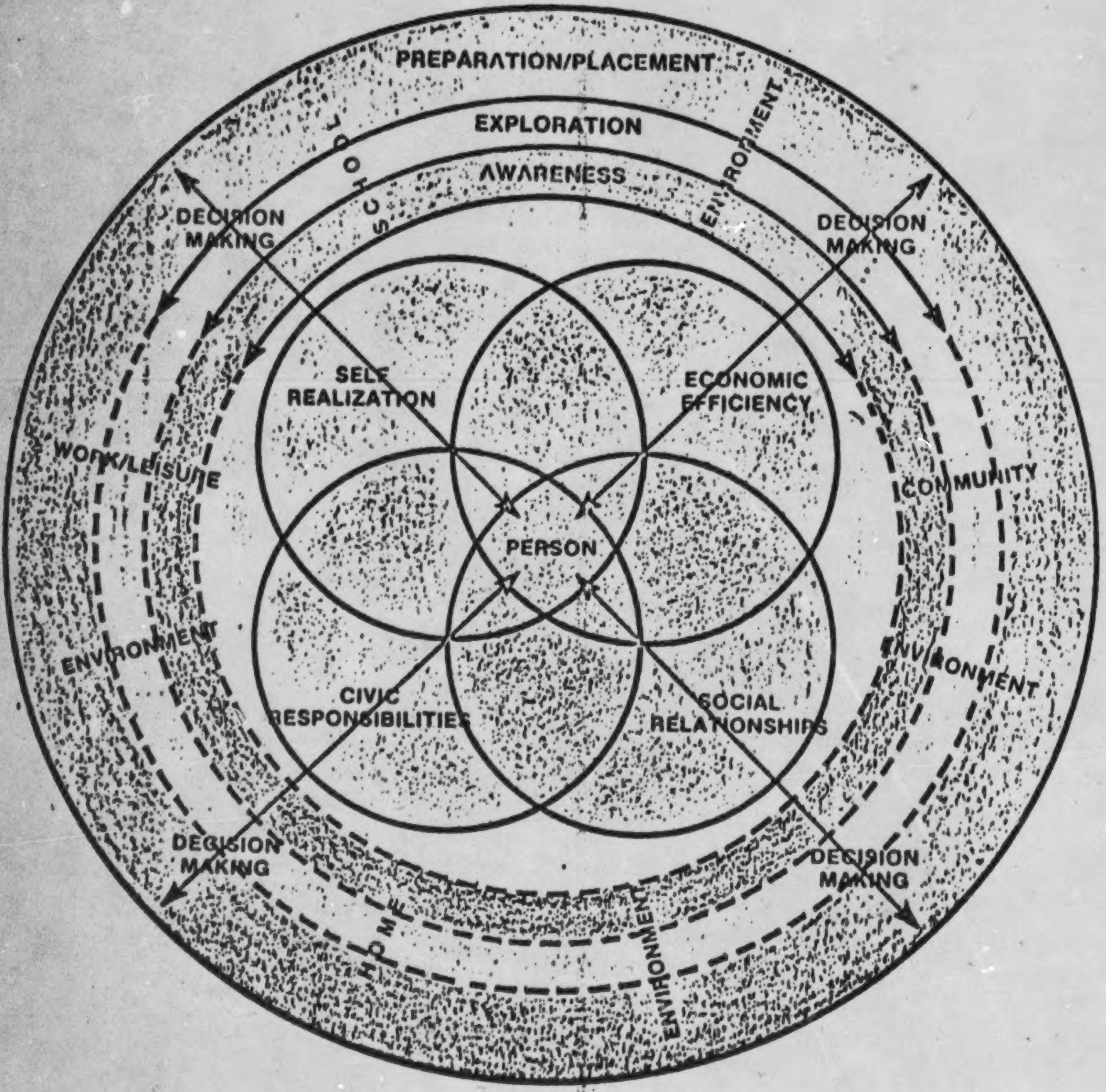


Figure 1: Hawaii Conceptual Model of Career Education

READING: 3

ANOTHER POINT OF VIEW

The following pages are directed at giving administrators a chance to clarify their own opinions, vent some feelings, and broaden their experience in dealing with a variety of concerns and criticisms about career education. The materials are designed to stimulate discussion of opposition arguments to the concept of career education and its practices. It is hoped that the reader will formulate responses to the criticisms based on factual rather than argumentative grounds.

Since criticism reflects a concerned interest on the part of the critic, the importance of listening and responding to valid, sincere criticisms should be emphasized. Often the expressed criticisms are valid and may lead to a change which will improve the Career Education program.

It is hoped that the reader has a good knowledge of the concept of career education as was presented previously in the Information Module. Many "answers" to the following criticisms are available if one has developed his/her own philosophy of career education. We have provided some factual responses which can be used as possible examples in dealing with questions on career education.

I

"Career education is most vulnerable to criticism precisely at the point where its quest for connection to human affairs results in a meaningfulness of educational purpose. While it is an obvious fact that lack of youthful interest in serious academic study is a pervasive phenomenon today, it is, nevertheless, debatable that the only way to motivate students to learn is to provide them with information about careers and later, to place them in on-the-job training sites."

QUESTION:

Is it true that Career Education is concerned only with providing students with occupational awareness and job skills?

RESPONSE:

The goal of a majority of individuals in our society is to develop a person who is able to function somewhat independently, taking responsibility for the decisions he/she makes. Skill in decision-making can be translated as "life and how to live it as a primary vocation of all of us. And the ultimate test of our educational process on any level, is how closely it comes to preparing our people to be alive and active with their hearts and their minds and for many, their hands as well" (Marland, 1971). Because such a major emphasis in career education is placed on occupations, many interpret this as meaning career education is synonomous with vocational education. Such is not the case. In our technological society based on change, many find their self-identity through their occupations. If occupational knowledge and skill results in preparing a person to be fully functioning, should not this be provided for students as an objective of our American educational system?

Occupational awareness is only one of the intended outcomes from career education. As Goldhammer and Taylor (1972) point out, there could be five major functions fulfilled in grades one through six through career education. They are: (1) teach children the basic skills of learning and social involvement; (2) help students examine the essential functions that pertain to life and the individual and social activities of human beings; (3) help students to become sensitive to the types of social roles in which they will engage; (4) help students understand both the limitations and the potentialities inherent in their environment; and (5) help students to know more about themselves, their basic interests, and their own potentialities.

II

"The major weakness of career education is not its tendency to relate formal academic studies to the world of work; neither is there anything disputable in helping people to develop the general survival skills necessary for a more satisfying personal existence. Rather, the weakness of career education, as currently conceptualized and implemented, is its prominent conservative bias. Career education is highly specialized, excessively vocational, relentlessly sequential, and utterly devoid of any reference to socio-political realities. Not only do career educators proffer a reactionary view of the learning experience, the social order, and the meaning of work, but their conviction that the single most important educational purpose is to give people marketable skills and get them into jobs seriously forestalls the potential of formal education to build a more humane social order."

QUESTION:

Career education is highly specialized, excessively vocational, and by only preparing students with marketable job skills, the schools are not using education to build a more humane social order.

RESPONSE:

It should be apparent that career education is not to be conceived as a time segment of education such as elementary, secondary, or post-secondary education, or as a separate subject matter such as vocational education or academic education. It encompasses all of these and more as a basic part of all education. It provides a specific objective performance--which is practical, achievable, and measurable and not exclusive of other legitimate objectives. It treats all honest and productive human activity as honorable and legitimizes preparation for it. It requires identification of those attributes which make for life time career success; it involves analysis of the entire educational process to design timing and ways to further the identified attributes. It places the continued postponement of consideration of career goals with encouragement of the choice of tentative goals which can be changed whenever necessary but which serve both to motivate learning and to foster maturity of purpose. The new direction and emphasis in education provided by career education focuses on the total school experience to make education relevant and to "prepare young people to 'do' something." This all suggests that through career education, the student will be ready to face the complexities of our society with the skills necessary to work, participate as a responsible citizen and to make responsible decisions.

III

"Career education is highly efficient and predictable; children will move through levels and job clusters in a slow, sequential process. Progress is dependent on teacher-imposed performance criteria and clearly defined behavioral objectives. However, when formal learning is too efficient and predictable, there are usually unintended negative outcomes. Young people could be pressured prematurely to think about and select careers. Incidental or serendipitous learning could be eliminated totally from the classroom unless behavioral evidence demonstrated that job skills are enhanced by such learning. And, finally, the formal education of children could become so individualized and programmed that group discussions and cooperative learning ventures are minimized."

QUESTION:

Does career education pressure young people to prematurely think about and select careers?

RESPONSE:

Career education denies to the school any monopoly as a learning environment, yet gives the school a key role in identifying and coordinating all learning environments which can further the career (life) goal. It places the continued postponement of consideration of career goals with encouragement of the choice of tentative goals which can be changed whenever necessary but which serve both to motivate learning and to foster maturity of purpose. It offers accountability because its objectives are clearly defined and its success or failure can be measured in the employment, earnings, and job satisfaction of its recipients.

IV

"If careers are constantly changing, as the post-industrial society continues to evolve, then what is the sense of preparing students for any single career or job cluster? Careers become fashionable or unfashionable because of the instability of the economy, and what seems to be attractive work in 1973 could be either odious or nonexistent in 1978. Somehow, career educators will have to help people evaluate jobs, not in terms of wealth they produce or the mobility they generate, but on the total impact a line of work will have on human life. This might mean that educators will have to contest the now voguish assumption that in order to achieve success, a person's energies have to be channeled into making a lot of money in high-profile, short-term corporate careers.

QUESTION:

Through preparing students for careers through knowledge and use of the concept of job clusters, are the schools also preparing the student with a set of values such that success is not always measured in making a lot of money?

RESPONSE:

Work defined in career education, centers around the basic human need for accomplishment and the broader societal survival need for productivity. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping the individual answer the question "why should I work?" Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do. Through career education, pupils will be helped to develop, clarify, and assimilate personally meaningful set of work values. Hopefully, career education will be successful in incorporating work values into the student's total personal value structure in such a way that they are able to choose what, for them, is a desirable life-style.

V

"Career education programs are supposed to be "survival-oriented." Their impact lies chiefly in their ability to help young people acquire marketable skills. However, educators must determine whether the excessive specialization of 'job clusters' and related training activities actually does confer survival benefits on students. Recent studies have shown that securing a job depends mainly on the presence of certain personal characteristics like flexibility, general intelligence, adaptability, and a knack for saying the correct thing and being in the right place at the best time. It could be that specialized training is dysfunctional because students develop single rather than multiple, reality systems, thus limiting their ability to adapt to more unorthodox occupational settings.

QUESTION:

Job clusters cause excessive specialization such that students are unprepared in their ability to cope with unorthodox occupational settings or the rapidly changing occupational trends.

RESPONSE:

To date, if education was focused on occupations, its emphasis was towards a particular occupation. On the other extreme, if education was not focused on occupations, young people were not given the opportunity to develop marketable skills while in school. In dealing with the question of possible excessive specialization through "job clustering" we see a lack of understanding of this term. Job clustering refers to a method of classifying occupations. It is quite basic and may use a minimal amount of information. There are other classifying techniques. Through job clustering we can clarify worker traits which could be used to expand student understanding and assist with investigation of some of the interrelatedness of these traits. Students become aware of the many occupations within each cluster and the interrelatedness of the services and products from the many job clusters which make up the world of work.

READING: 4

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills that will be developed, or the nature of the attitudes or values to be acquired in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of an individual or particular group of individuals.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned interventions. Behavioral objectives are written in terms which can be evaluated, and specify the criteria of effectiveness. A behavioral objective must:

. . . identify and name the desired behavior
. . . describe the conditions under which the behavior will take place
. . . specify limitations or constraints
. . . specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

. . . becoming capable of achieving self-realization
. . . becoming capable of maintaining economic efficiency as a producer and consumer
. . . becoming capable of establishing and maintaining healty social relationships
. . . becoming capable of executing civic responsibilities.

The goal of self-realization is the development of knowledge, skills, and attitudes or values to make an individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowledge, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and dependents. It also involves productive management of time devoted to avocational interests.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local,state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

For each of the goals, a set of subgoals has been defined. The major goals and subgoals are shown in Table 1.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning experiences. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in Part II of the curriculum guide are generally stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion

Table 1

Major Goals and Subgoals

Goals	Subgoals
Self-realization:	1. Acquire skills of self appraisal.
	2. Develop awareness and understanding of self.
	3. Develop understanding of decision-making process.
	4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.
	5. Develop understanding of the relationship between work and life style.
	6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.
	2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.
	3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.
	4. Develop understanding that new occupations develop in response to needs of society.
	5. Develop employability skills.
	6. Develop understanding of the relationship between education and work.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community.
	2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.
	3. Develop understanding of importance of rules in society.
	4. Develop understanding of relationship between responsibilities and rewards in work and leisure.
	5. Develop capabilities for making effective use of resources and understand relation of environment to work.
	6. Develop ability to participate in various kinds of civic groups.
Social Relationships:	1. Develop interpersonal skills.
	2. Develop understanding of social roles.
	3. Develop understanding of cooperation.
	4. Develop understanding of community workers.
	5. Develop appreciation for flexibility and adaptability in social relationships.
	6. Develop understanding of interrelatedness of occupational roles.

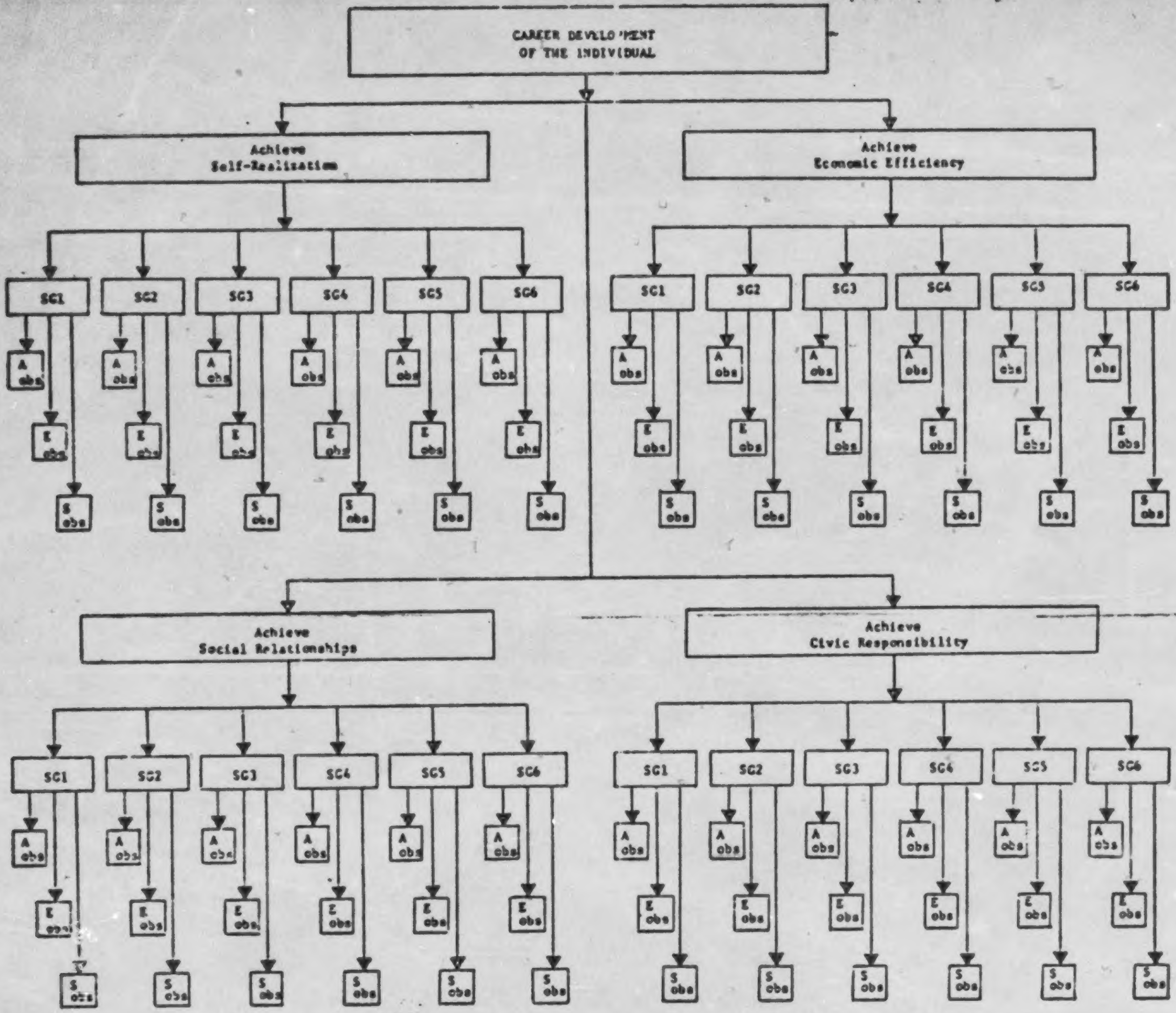
referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since the curriculum guides will be used by teachers and counselors in different school settings, the definition of behavioral objectives will need to be done by the teachers and counselors, taking into account the learner characteristics, environmental conditions, resources, and constraints in the particular school setting. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1973) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms clear and precise rather than being vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. The learner objectives included in Part II of the curriculum guide are intended to be suggestions. They were developed outside the context of any particular school. They must be converted to behavioral objectives which are appropriate for a particular school setting.

The relationships among goals, subgoals, and objectives are shown in Figure 4.

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that subgoals are converted into learner objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on the following pages.

Examination of the charts, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize



SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
2. Develop awareness and understanding of self.	1. Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	1. Each learner will be able to list or describe one personal strength and one personal weakness. 2. Each learner will be able to describe a method of strengthening a personal weakness. 3. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	1. Each learner will know ways of improving his/her behaviors and attitudes. 2. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	1. Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. 2. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	1. Each learner will be able to give an example of making a decision.	1. Each learner will be able to list or describe the steps involved in making a decision.	1. Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. 2. Each learner will be able to name factors that influence a career choice.	1. Each learner will be able to accept responsibility for his/her decisions. 2. Each learner will be able to list and rank-order criteria for his/her career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		1. Each learner will be able to list or describe sequence of career development.	1. Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.	1. Each learner will be able to assume responsibility for making a career choice.
		2. Each learner will be able to list two occupations in which he/she is interested.	2. Each learner will be able to tell the value and consequences of several career choices open to him/her.	2. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.
		3. Each learner will be able to list two occupations in which he/she has no interest.		
5. Develop understanding of the relationship between work and life style.	1. Each learner will be able to give an example of the way work relates to the way one lives.	1. Each learner will be able to list or describe ways in which working relates to the way one lives.	1. Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice.	1. Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs.
	2. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance.	2. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance.	2. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby.	2. Each learner will be able to derive satisfaction from work/educational experiences.
	3. Each learner will be able to tell how his/her study habits relate to school success.	3. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	3. Each learner will be able to describe the way in which volunteer services affect life style.	3. Each learner will be able to list or describe the way changes in life style are caused by occupational advancement.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	1. Each learner will be able to describe or define ways in which he/she is different from other persons. 2. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		1. Each learner will know of existing and changing values of various ethnic and religious groups. 2. Each learner will be able to understand and appreciate unique values and standards of cultural groups. 3. Each learner will be able to identify five ways in which people differ.	1. Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. 2. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	1. Each learner will be able to list or describe types of workers in the community.	1. Each learner will be able to list or describe types of workers in the community or in the school.	1. Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	1. Each learner will be able to describe one job and name one occupational cluster.
	2. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	2. Each learner will be able to list or describe two ways to classify occupations.		
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	1. Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	1. Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	1. Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	1. Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoal	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	1. Each learner will be able to tell how one worker in the school contributes to the good of society.	1. Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society.	1. Each learner will be able to list or describe two contributions that workers make to society.	1. Each learner will be able to explain how one's service contributes to the community.
	2. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area.	2. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation.	2. Each learner will be able to develop appreciation for economic rewards from work.	2. Each learner will be able to describe economic implications of career decisions.
	3. Each learner will be able to list or describe three personal reasons why people work.	3. Each learner will be able to describe or participate in a task which contributes to classroom goals.		
4. Develop understanding that new occupations develope in response to needs of society.	1. Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	1. Each learner will be able to list three occupations which have developed within his/her lifetime.	1. Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations.	1. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.
		2. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	2. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop employability skills.	1. Each learner will be able to give an example to show two factors necessary for job success.	1. Each learner will be able to list three factors necessary for job success.	1. Each learner will be able to describe two employability skills.	1. Each learner will be able to list skills adequate for job or educational entry in an area of interest. 2. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	1. Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. 2. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	1. Each learner will be able to list or describe the educational needs related to a specific occupation. 2. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	1. Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	1. Each learner will be able to list the educational requirements for a specific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	1. Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	1. Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	1. Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	1. Each learner will be able to describe the importance of interpersonal relationships. 2. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	1. Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	1. Each learner will be able to describe the role of one significant adult.	1. Each learner will be able to describe ways that social roles are valuable to him/her.	1. Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		1. Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	1. Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. 2. Each learner will be able to value cooperation as a means to progress.	1. Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		1. Each learner will be able to describe two occupations which contribute to other occupations.	1. Each learner will be able to describe ways in which occupations are interrelated.	1. Each learner will be able to list and describe occupations in the Public Service cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop appreciation for flexibility and adaptability in social relationships.	1. Each learner will be able to list two feelings his/her father or mother has about his or her work.	1. Each learner will be able to describe or define work in two different ways.	1. Each learner will be able to describe ways in which one member can adapt to facilitate group action. 2. Each learner will be able to accept the value of change.	1. Each learner will be able to describe ways in which he/she has altered a social role over a period of time. 2. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	1. Each learner will be able to give an example of one job which contributes to or is related to another job.	1. Each learner will be able to describe one job which contributes to or is related to another job.	1. Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	1. Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	1. Each learner will be able to give an example of one way in which work requires responsibility.	1. Each learner will be able to list or describe ways in which work requires responsibility.	1. Each learner will be able to show that individual responsibility is related to the success of a group project.	1. Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	1. Each learner will be able to participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	1. Each learner will be able to state advantages and disadvantages of participation in civic groups.	1. Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	1. Each learner will be able to list rules for a group of which he/she is a member.	1. Each learner will be able to list or describe responsibilities of the adult citizen.	1. Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	1. Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	1. Each learner will be able to give an example of the rewards, other than money, which are related to working.	1. Each learner will be able to list or describe rewards, other than money, which are related to working.	1. Each learner will be able to describe two ways in which work is of value.	1. Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		1. Each learner will be able to list or describe the relationship of the environment to a particular job.	1. Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	1. Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	1. Each learner will be able to describe ways in which participation in a group helped him/her.	1. Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	1. Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	1. Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

Activity 1a

Analysis of Goal Statements

I. Statement of Significance and Orientation

The Hawaii Career Development Continuum was made available during the 1974-1975 school year. Its development is detailed in the Continuum. It was developed to "assist teachers, counselors, and administrators in developing and implementing career development curriculum within the existing instructional and guidance programs in the schools."

Experience has shown some reluctance on the part of Career Educators to use the Hawaii Career Development Continuum. Whatever the reasons for this, one should be aware that this negative tendency exists. The Continuum study is designed so as to enable the Career Educators to clarify the specific goals in their areas. It should be stressed that goals, once developed, can make the job of administering much more simple, clear, and effective. It must be stressed that the Continuum is meant to help, not hinder or dictate total policy and action. Although it is expected that the spirit of the document will be maintained, it leaves latitude for modification of goals and puts no restraints on methodology.

This material is relatively short in length. Its major objective is the development of goal statements by each administrator which they can use in choosing activities and materials for their school.

II. Objectives

A. To familiarize administrators with the Hawaii Career Development Continuum; its development and components.

B. To help clarify the basic elements of career education.

C. To clarify the outcomes of career education that seem to be derived from the basic elements.

D. To be familiar with specific goal statements at each teaching level as proposed by the Hawaii Career Development Continuum.

E. To develop the attitude among Career Educators that the Hawaii Career Development Continuum is a map or guide to be used for the educators' benefit by clarifying goals to better enable educators to choose the most appropriate activities and materials.

III. Content

A. The Hawaii Career Development Continuum, as a guide.

B. The development of the Continuum.

C. Elements of career education.

D. Outcomes of career education.

E. Goal statements.

F. Uses of the Continuum.

  1. To provide a basis for discussion and analysis of the elements of career education.

  2. To provide a basis for discussion and analysis of the broad outcomes of career education.

  3. To provide a basis for discussion and analysis of the goals of the primary, intermediate, junior and senior high school grade levels.

IV. Possible Strategies/Activities

A. Obtain copies of the Hawaii Career Development Continuum for each of the administrators in the class. Briefly show the relationships of the basic goals, outcomes, and subsequent objectives.

B. Invite someone from the State Department of Education who was a participant in the design of the Continuum to briefly explain the development of the Continuum. The main point of the speaker would be to clarify how the Continuum was visualized for administrator use. This is to give official policy concerning to what extent the Continuum objectives or goal statements must be adhered to and to what extent they are suggestions that can be modified.

C. Have administrators brainstorm what they believe are the goals and objectives of a "good" public school education. Make a master list of the suggestions. Using the Continuum, list the four goals of the Continuum and categorize the elements of a "good education" under the appropriate goal. Are there any that do not fit? What other element might need to be added? If the class elements do not fit under a Continuum goal, is it because it is not part of career education, or is it possible that it is not important or of extremely low priority in schools? Does this bring up any problems of definition or interpretation of the Continuum?

D. Which of the four goals seem to be of highest priority? As a total group, analyze this question after having individually answered the question as an assignment. This is the first step in focusing on the areas of interest and expertise of the group.

E. Compare the goals of career education with the outcomes as listed in the Continuum. Do the outcomes logically derive from the elements? Could either the goals or outcomes be written for greater clarity? Do the outcomes seem adequate for society today and in the future?

F. Some questions might be asked during activity E above or following E could be:

1. Do class members feel that they as adults have achieved the outcomes to their personal satisfaction?

2. To what extent do they feel they could promote each objective in their schools? Is it appropriate?

3. Which of the outcomes seem the most realistic? The least realistic? Why? To what extent might unrealistic outcomes simply be so categorized because we are not familiar with them?

4. Does possessing entry level skill upon exiting from formal education programs have a possibility of pushing students into too narrow a vocational field too early in life? How could this be guarded against?

G. Have each administrator analyze the goal statements for their school level. Have them prepare in writing a paper which answers questions such as the following:

1. Which goals do you agree with? Why?

2. Which goals do you disagree with? Why?

3. What goals would you delete? Why?

4. What goals would you add? Why? Which goals are most important?

Divide the class into groups by teaching levels. Have each administrator explain their answers to the rest of the group. The groups are to critique the answers for clarification, consistency, and reality as they see it.

H. In all cases of critique and evaluation the instructor should play the "devil's advocate role.

I. When all individuals have completed their goal statements, have them indicate which ones they already have activities/materials for and which ones they do not have activities and materials. This will help the administrator's become aware of needed resources for activities and materials.

Activity 1b

Analysis of Goal Statements

The purpose of this activity is for the participant to react to goal statements from the Hawaii Conceptual Model on Career Education and then analyze their own responses.

Directions:

1. Refer to the conceptual model of Hawaii's Career Education Continuum. List the four major goals of the Continuum.
2. Have each participant react to the goal statements and then analyze their own responses.
3. As a class activity, tabulate the responses and discuss those in which there is a general disagreement or a spread of answers. Both the agreement and disagreement might be noted for discussion and analysis.

Task Assignment: Implement Strategies

The purpose of this activity is for participants to become aware of ways in which the school can work with the home, community, and work or leisure settings.

Directions

1. Select a grade level and subject area of interest to members of the group.
2. Refer to the Conceptual Model to the list of sub-goals for the four major goals of career development.
3. Select one sub-goal which the group considers important for the learners.
4. Write one learner objective to implement the sub-goal, appropriate for the learners.
5. Describe one way to achieve the objective

    through school-home cooperation and involvement.

    through school-community cooperation and involvement.

    through school work or leisure involvement.

Activity 3

ANALYSIS: HAWAII POSITION ON CAREER EDUCATION

After analyzing the Career Education Continuum for the State of Hawaii, one should be able to express their thoughts intelligently on each of the items listed below. Please use this analysis to determine the depth of your knowledge in these areas.

I. Definition of Career Education:

II. Nature of Hawaii's conceptual model for career education:

III. Proposed strategies to implement career education:

READING: 5

THE HISTORY OF CAREER EDUCATION IN HAWAII AND ITS PROGRESS TO DATE

June, 1976

The Hawaii Career Development Continuum Project was initiated in April 1972 in response to a recognized need for a statewide conceptual framework with implementing guidelines for a comprehensive program of vocational guidance and career development. The project mission was the design of a conceptual framework for a career development continuum from kindergarten through grade 14 and the production of curriculum guides for four grade levels. The Career Development Continuum Project goal is to develop and establish within the existing educational structure and organization in the state of Hawaii, a comprehensive and sequential series of learning experiences to improve the career guidance and instructional program of the schools, in order to enable students to be better prepared to take a productive and satisfying role in life.

Background

The project, funded by federal funds, was undertaken in fiscal year 1972 by the Department of Education in cooperation with the research and development team of the Educational Research and Development Center (EDRAD) at the University of Hawaii.

As of the end of fiscal year 1973, a continuum for career development, K-14, and four implementation curriculum guides were developed. In fiscal year 1974, the guides were further refined and the career development concept was discussed with Department personnel and others throughout the state. The Department also participated in a national ETV program development project on career awareness for grades 4-6.

During fiscal year 1975 intensive in-service programs were carried out to effectively implement the concept, while additional materials were developed or procurred for the program.

Major Objectives and Outcomes for Fiscal Year 1975

One of the major objectives of fiscal year 1975 was to initiate massive orientation and in-depth in-service workshops to implement the Career Development Continuum Guides for grades K-12 in all school districts. The funds used for the in-service training activities were $12,000 from federal sources and a special $70,000 appropriation from the state. This major objective was achieved in that a series of orientation and in-depth sessions were held throughout the state during the school year and summer of 1975 for a total of 1,386 participants.

The other major objective for fiscal year 1975 was to provide supplementary instructional and related materials to enhance career development experiences of students. This objectives was also accomplished in that materials were developed or provided in 6 major categories: (1) ETV programs and films; (2) assessment; (3) teacher-training; (4) printed instructional materials; (5) resource centers/materials; (6) public relations materials.

Orientation and In-Service Activities of the Year

During the first and second semesters, two-day orientation sessions were held for school level personnel throughout the state. The number of participants totaled 539.

Additional orientation sessions were held during May and June on Oahu and Molokai; 46 Oahu teachers and 19 Molokai teachers participated for a total of 65.

To help state and district staff personnel develop a better understanding of career development concepts, a one-day orientation seminar was held at the Ilikai Hotel. A representative group of 69 educational officers attended the seminar.

A lay community orientation program was also carried out. An information package was prepared to accomplish this, consisting of a simple pamphlet, a slide/tape program and a large scope and sequence chart. Community meetings were held in all seven districts.

In order to insure the availability of instructors for continuous in-service training activities for school level personnel, in-depth training sessions were held to develop a cadre of teacher trainers. These trainers were then selected to teach the practicum sessions for the implementation of the guides. The initial cadre consisted of 39 teachers (25--Oahu, 5--Maui, 8--Hawaii, and 1--Kauai). University of Hawaii faculty members (10) were also given intensive training to enable the College of Education to carry on pre and in-service programs.

Nine in-depth in-service practicum sessions were held during the summer for the implementation of the Career Development Continuum Guides. There were 194 teachers enrolled in these sessions.

Principals and vice principals were offered two special sessions to help them assume the leadership role in the implementation of the Career Development Continuum concepts. Approximately 15 administrators attended the practicum course while only 6 were able to participate in the short orientation session.

Also, to assist upper elementary teachers infuse career awareness into the existing curriculum through the use of the fifteen ETV programs, "Bread and Butterflies," the ETV in-service course was presented and supplemented by group sessions. The total number that enrolled for the first and second semesters was 273 teachers.

Developmental and Procurement Activities of the Year

The activities pertaining to the provision of materials to be used in the implementation of the continuum included (1) the installation of "Bread and Butterflies," a series of ETV presentations on career awareness for grades 4-6; (2) the development of instruments for assessing the career development of students; (3) the completion of teacher training kits to enable trainees to design and construct instructional materials for student use; (4) the evaluation and dissemination of materials developed commercially or by other government subsidized projects; (5) the development and installation of Career Information Centers for career development at the school level; and (6) the printing and dissemination of the Scope and Sequence Chart and the pamphlet, "Career Development in Hawaii Schools."

Future Plans

In the present fiscal year, models and materials for the training of counselors and school administrators are being continued throughout the State.

The full potential of the project will not be realized until the developed guides are fully implemented. Staff training must be continued to accomplish this.

It is anticipated that in-service sessions for school level personnel will be continued by the Department to ensure effective implementation. The University of Hawaii, College of Continuing Education and College of Education are developing plans to include course offerings on the Career Development Continuum as well as to incorporate the concept in the teacher and counselor preparation programs at the undergraduate level.

The Department also foresees the need for the development and/or procurement of supplemental materials to enrich the career development activities, such as guidance information for the various careers, audio-visual instructional software, directory of available community resources and other related curriculum materials. Federal funds from many sources have been requested and committed to accomplish the development of some of the above-mentioned materials. The Department will explore all possible sources of materials needed to achieve the objectives of Career Development.

The student assessment instruments will be available to schools by fiscal year 1976, and in fiscal year 1978 they will be used in a state evaluation project.

FUNDING STRUCTURE

The Hawaii Career Development Continuum Project

The funding structure for the Hawaii Career Development Continuum Project allows the reader to see the phases for the project as planned by the Hawaii State Department of Education.

The Hawaii Career Development Continuum Project was implemented under provisions of P.L. 90-956, Part C, Vocational Education Act, Amended 1968, with funds awarded to the State Board of Vocational Education and sponsored by the State Department of Education. The project proposal is divided into five separate phases which will be covered over a six-year period. They are as follow:

PHASE I (March to June 1972) Development of a continuum for Career Development K-14. The continuum provides direction for preparation of specific prototype curriculum guides.
$32.253

PHASE II (1972-1973) Development of implementation curriculum guides K-14 and an ETV series for grades 4-6. This phase will determine the relevance of the materials to the students.
$39,000

PHASE III (1974-1975) Development of teacher-education models and materials, training of cadre for teacher education; orientation of school, district, and state personnel to the Career Development Continuum.
$30,018

PHASE IV (1975-1976) Development of models and materials for the training of couselors and administrators including in-service training. Teacher-training sessions from Phase III will be continued.
($12,000 State, $72,000 federal funds) $82,000

EVALUATION

ORIENTATION PHASE

Self-Evaluation

1. What is meant by the "job cluster" concept? How is it used in career education? How does this concept allow more mobility and alternatives to individuals regarding their vocational and life planning?

2. Give a brief statement on the interdependence of people to other people through the work that they do. Do most people realize the extent of this interdependence?

3. How are other state's models for career education different from the Hawaii Career Development Continuum? Do each of the models utilize the concepts of career awareness, exploration, and preparation?

4. What are the goals and subgoals of career education in our state? How are they related to learner objectives?

5. What are some activities one could do in order to facilitate attitudes of positive change towards the Hawaii Career Development Continuum?

6. What are the basic differences in the role of counselors and administrators in the implementation of career education? Do you agree with the different responsibilities of each group? How will clearly defined and understood roles result in mutual cooperation in the implementation of Hawaii's career education?

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